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DEPARTMENT OF THE INTERIOR
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BULLETIN, 1920, No. 12

TRAINING TEACHERS FOR AMERICANIZATION

A COURSE OF STUDY FOR NORMAL SCHOOLS AND TEACHERS' INSTITUTES

By JOHN J. MAHONEY
STATE SUPERVISOR OF AMERICANIZATION
FOR MASSACHUSETTS

WITH A CHAPTER ON

INDUSTRIAL CLASSES

By FRANCES K. WETMORE
OF THE PUBLIC SCHOOLS OF CHICAGO

AND ON

HOME AND NEIGHBORHOOD CLASSES

By HELEN WINKLER and ELSA ALSBERG
OF THE COUNCIL OF JEWISH WOMEN

WASHINGTON
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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, December 1, 1919.

SIR: In the work of Americanization, which is, in the broad sense, almost entirely educational, the teacher is of first importance. Not every person who can do good work as a teacher of a grade or of particular subjects in a school for children or youth can do equally good work as a teacher of classes of adult foreign-born persons. The preparation for the two tasks must be quite different. In the preparation of teachers of classes of children and youth in our public and private schools we have had much experience, and as a result are in possession of some well-understood and generally accepted principles and methods of procedure. For the preparation of teachers of classes of adult foreign-born persons who are unable to speak, read, and write English, and who know little or nothing of America or American ideals, history, manners, customs, and laws, we have had very little experience, and there are few established and accepted principles or methods of procedure. Any directions or suggestions, therefore, based on clear thinking and a reasonable amount of personal experience and observation can not fail to prove helpful to those who are engaged in this task of training teachers for this work, scores of thousands of whom will be needed as soon as the Federal Government and States make any adequate provision for its support. The manuscript transmitted herewith, prepared by John J. Mahoney, State Supervisor of Americanization for the State of Massachusetts, with the assistance of Frances K. Wetmore, of the public schools of Chicago, and Helen Winkler and Elsa Alsberg, of the Council of Jewish Women, contains many such directions and suggestions. I therefore recommend that it be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

PREFACE.

The first step in any effective Americanization of our people of foreign birth is the teaching of the English language, but it is idle to open classes for such instruction until we first have teachers qualified to teach them properly. Not only must normal schools and colleges everywhere be encouraged to institute courses of teacher-training for this task, but short-course teachers' institutes must be held to reach a large number of prospective teachers quickly.

To provide the necessary material for such courses, John J. Mahoney, who has had much experience in training teachers for work among the foreign born, was asked to prepare the accompanying manuscript upon Training Teachers for Americanization. Mr. Mahoney has handled his task in such a way that his suggestive course of study may easily be expanded into a full course for a semester or a year, or it may be used as an intensive short-unit course or the basis for institutes or lecture courses. In the preparation of this manuscript Mr. Mahoney had valuable assistance from Misses Wetmore, Winkler, and Alsberg, and their associates.

Teachers of the non-English speaking classes should, wherever possible, take at least a short-unit course. Hundreds of volunteers have taken up the work throughout the country, however, as a patriotic duty who have not had the opportunity of studying their subject. Mr. Mahoney's work will be of great benefit to these teachers, even though it must be used by them as a home-study course.

There is included as an appendix to the present work the report of a special committee on the training of teachers for Americanization which was appointed during the Americanization conference of May, 1919. Mr. Mahoney's book follows closely the recommendations of this committee of leading experts in this field of education.

FRED C. BUTLER,
Director of Americanization, Bureau of Education.

TRAINING TEACHERS FOR AMERICANIZATION.

Chapter I.

PRELIMINARY STATEMENT.

A. WHY TEACHER TRAINING?

The schooling of the immigrant in the past has been, speaking broadly, an unsuccessful performance. The reasons therefor are many and are not to be charged against the schools alone. One of the principal reasons, without a doubt, was the slowness on the part of the public and not infrequently on the part of school people themselves, to appreciate the fact that the teaching of the adult immigrant is a highly specialized piece of work, requiring not only special aptitude but special training as well. For years the evening school was but a subordinate part of the educational system, and it was felt that anyone could teach an evening-school class. At first the teaching of English and allied subjects was committed to the hands of nonprofessionals, who not infrequently worked for the night's wage—and for nothing else. Suitable teaching materials were almost wholly lacking. It is not strange, with such conditions, that the schools failed to hold even those who wished to learn. More recently we find the trained day-school teacher working in the immigrant classes. And while this is no unmixed blessing, inasmuch as it means a double burden for teachers already burdened enough, it is an improvement over what has obtained hitherto. It is quite true that not every good teacher of children proves to be a good teacher of adult immigrants. It is also true that teachers trained in normal-school methods have often made the mistake of trying to use these methods without adaptation in their evening-school instruction. The trained teacher in the evening school nevertheless has marked a step upward in the efficiency of evening-school work. Since 1915, however, there has come to the American people, and especially to the school administrator, a larger vision as to the solution of the Americanization problem. No longer is the schooling of the immigrant to be an overtime task performed

by teachers with only a casual training. Day schools for immigrants, factory classes for immigrants, afternoon classes for immigrant women—these and others are all to find place in the plan of Americanization during the next few years. And the teachers in these classes must be specifically trained. There is a distinct pedagogy in this work with adult immigrants and a very distinct methodology. The teacher of the immigrant must be acquainted with these. She must have a knowledge of the important aims in her work, namely: (1) What she is to teach; (2) how she is to teach; (3) what standard of achievement she may expect.

She must know more specifically also what her aims should be in the task of teaching immigrants to talk English and how this can best be done; to read English and how this can best be done; to write English and how this can best be done. Similarly with the other subjects that are included in the immigrant's program. Finally, and of greatest importance, she must appreciate that her big task is Americanization—the making of Americans—and must understand just what that means and how it can best be brought about. All this means that the teacher must go to school, to learn another lesson in her business of teaching. Colleges, normal schools, State departments of education, large city school systems, all should take it upon themselves to put the work of teacher training in this new field on an established basis. It is very far from being on an established basis now.

An investigation recently made by the Carnegie Corporation indicates that the time is ripe for great progress in teacher training. Two years ago only a very few colleges or universities offered teacher-training courses. Last summer at least 12 did so. During the past year also State boards of education and State councils of national defense were very active. And here and there, as at Los Angeles, normal schools offered work in immigrant instruction as part of the year's program. The present school year (1919–20) has already made a promising beginning. Not only State departments of education and a few colleges and normal schools, but also city school systems and city Americanization committees have instituted teacher-training activities. The way is prepared for a strong educational drive in this field of professional endeavor.

B. THE SCOPE OF THIS COURSE.

The course here presented is divided into five parts, with the general idea that if given as a whole it will cover approximately 30 hours of lectures and discussions and about 24 hours of observation and practice. There is no idea of intimating, however, that it should be presented just as it stands to every group of student-teachers.

The idea is rather to present a "blanket course," which should be adapted to the needs of special situations. Two points should be brought out in this connection:

1. Teacher-training facilities are set up to-day by various agencies. Among them are: (1) Colleges and universities; (2) normal schools and colleges; (3) State departments of education; (4) city school systems; (5) various semipublic agencies. The character and the extent of the work offered by these different institutions vary. Columbia University, for instance, through Columbia House, presents a very complete program of Americanization courses, including those that might be regarded as strictly professional in the sense that they prepare for classroom teaching. The State departments of education, on the other hand, are inclined to specialize on the institute idea, and the intensive short-unit course as a necessary short cut. Normal schools have offered and will offer the Saturday morning course of a dozen or 15 lectures and conferences. Obviously adaptations must be made if the material herewith submitted is to be used most economically. A short-unit course of five or six conferences, for instance, can do little more than cover part 3. A Saturday morning course of 15 conferences might concentrate on parts 1, 3, and 4. Or again, the subject of Immigrant Backgrounds (part 4) might be presented as a unit without any reference to the other phases of the work outlined. Finally, in a college course any one of these several parts might be expanded into the work of a full or half course for a semester or a full year. The adaptations possible are many. They should be made in every case. There is no special virtue in maintaining this course just as it stands.

2. The term "teacher training" has been consistently used. It should be apparent, however, that there is a crying need to-day not only for teachers but for supervisors and organizers as well. Much of the material suggested in this course is intended to meet the needs of people who wish to arrive at a thorough understanding of the problem of Americanization and to study ways and means of organizing Americanization activities. Parts 1, 2, and 5 are intended especially for work in this advanced field.

C. THE METHOD OF PRESENTATION.

The course is presented in the form of a skeleton outline, with numerous references. The thought here is that students shall gather information from these references and discuss this information in the classroom period. It will be noted that few books of references are listed, the reason being that so far very few professional books on Americanization have been written. Helpful material exists very largely in the form of pamphlets, bulletins, and reports. These are cited for the student's assistance. The instructor of a teacher-train-

ing class should remember, however, that references in Americanization that may be of value to-day may be of little value to-morrow. Americanization will develop rapidly as a social movement during the next few years. Teacher trainers must keep in touch with the literature of the movement as it appears.

D. OBSERVATION AND PRACTICE.

The greatest weakness hitherto in all attempts at teacher training in the field of Americanization has been the lack of opportunities offered for observation and practice. This has been unavoidable in the past. The short-unit course, consisting of a half-dozen lectures, has been the most that could be attempted usually. And the summer school courses, though longer, have not usually offered observation and practice facilities because of the difficulty of operating classes for immigrants during the summer months. The past year, however, has seen a notable increase in the number of institutions that include observation and practice work in their teacher-training course. From now on it is to be hoped that every course that pretends to be adequate will include these activities. No real teacher training can be accomplished otherwise.

The course outlined in Chapter II is intended to include 24 hours of observation and practice. This may be interpreted as covering a period of six weeks. The exigencies of a particular situation may demand that students be assigned to practice stations before the subject of teaching methods has been thoroughly covered. To meet such a situation the suggestion is made that part 3 be presented to students in a preliminary way at the very outset. This will enable them to observe and practice to better purpose. Later on part 3 may be presented again in review. The discussions will then be more fruitful, because students will bring to the class their own teaching problems.

E. THE MEANING OF PART 1.

Part 1 is an attempt to set forth a few fundamental things that every worker in Americanization should know. To date we have been accustomed to think of Americanization largely as a matter of schooling. And the teaching of English has occupied most of our thought as a factor in the schooling process. Obviously, Americanization is something more than dealing with the immigrant in school. And obviously, too, the school is taking only the first step in Americanization when it breaks down the language barrier. The Americanization leader and the Americanization teacher must know something more than how to teach one subject or another to immigrants. She must know what Americanization really means, in its larger as-

pects. She must know America and what America stands for and must be able to interpret America to the immigrant in language that he will understand. She must know, too, what citizenship really means—not that citizenship which is measured in terms of the immigrant's knowledge of naturalization requirements, but that citizenship which is the expression of the things of the American spirit that the good citizen believes in, swears by, and loves. She must know how to communicate her knowledge in such a way that good citizenship will be the actual fruit of her teaching.

F. CONTRIBUTIONS TO THIS COURSE.

The outline, submitted in the several chapters that follow, represents the work of several people working under direction. It has been thought best to give a separate chapter to the industrial phase of the problem treated by Miss Wetmore, and another chapter to the analysis of home and neighborhood teaching, presented by Miss Winkler and Miss Alsberg. In the development of Chapter II, immediately following, Charles M. Herlihy, assistant superintendent of schools in Cambridge, Mass., collaborated very effectively. The section on immigrant background, in Chapter II, is the contribution of Mrs. Charles D. Kingsley, of Cambridge, who has made extensive investigations in this field. These acknowledgments are noted with the keenest realization that without the cooperation of the people named this course would have been hardly possible.

Chapter II.

THE COURSE IN DETAIL.

PART 1. AMERICA, AMERICANISM, AMERICANIZATION.

I. Americanization in its most comprehensive meaning.
The attitude of the worker in Americanization—right and wrong methods.

References.

America, Americanism, Americanization. U. S. Bureau of Education. Bulletin.
The Spirit of Americanization. Jenks. Minneapolis Council of Americanization.
Community Americanization. Butler. Chapter I. U. S. Bureau of Education. Bulletin, 1919, No. 76.
Addresses and writings of Frances Kellor. (See bibliography in "Americanization." Talbot.)
For other references on this topic see comprehensive bibliography in "Americanization." Talbot. Wilson Co., New York.
See also "Fifteen Points" below.

II. The Americanization of children in our schools.

References.

Americanism at its Source. McAndrew. Literary Digest, May 17, 1919.
The Lawrence plan for education in citizenship. John J. Mahoney *and* H. H. Chamberlin. National Security League. Leaflet No. 1.
Department of Superintendence, N. E. A., Chicago, 1919. Proceedings.

III. Americanization and the schooling of the adult immigrant.

References.

First steps in Americanization. Mahoney *and* Herlihy. Chapter I.
Community Americanization. Butler. Chapter I.

IV. What is Americanism? Who is the good citizen? (This suggestive outline for study and discussion.)
(*a*) Our religious inheritances and abiding convictions.
(*b*) America, the land of opportunity.
(*c*) The true meaning of equality.
(*d*) The meaning and the worth of liberty.

IV. What is Americanism? Who is the good citizen?—Continued.
(*e*) The American attitude toward hard work and honest labor.
(*f*) America's willingness to sacrifice for an ideal.
(*g*) Rights and duties, privileges and obligations.
(*h*) The good citizen's belief in obedience to law.
(*i*) His adherence to the principles of majority rule.
(*j*) His acceptance of the representative form of government, with all that it implies.
(*k*) Public office a public trust.
(*l*) Americanism and Internationalism—the true relationship.
(*m*) American democracy—its promise and its perils:
(1) Political democracy—"a government of the people, by the people, for the people."
(2) Social democracy—"a man's a man for a' that."
(3) Industrial democracy—"the square deal all round."
(*n*) Manifestations of unAmerican America.
(*o*) How shall we teach Americanism and citizenship?

References.

Americanism Conference, Washington, D. C. Proceedings. pp. 126-128.
Americanisms. Angelo Patri. *In* Red Cross Magazine, July, 1919.
Fear God and take your own part. Roosevelt. Doran Co.
The democracy of tomorrow. Howe. *In* Privileges and democracy in America. Scribner.
The land where hate should die. McCarthy. *In* Heart songs and home songs. Little, Brown & Co.
The spirit of democracy. Powell. Rand, McNally & Co.
Americanism. Talbot. pp. 1–69.
The fundamentals of citizenship. National Catholic War Council, Washington, D. C.
A student in arms. Hankey. Chapters 2 and 4.
The American's creed. Tyler.
Americanism and Americanization. Selections from the writings of Theodore Roosevelt. (Carnegie Library of Pittsburgh. Monthly Bulletin. Feb., 1919. pp. 81–86.)
The American spirit. Addresses in war time. Lane. Frederick A. Stokes Co.

FIFTEEN POINTS FOR WORKERS IN AMERICANIZATION.

A Suggestive Summary.

Note.—This summary is entered here for the purpose of giving the student a few preliminary principles and points of view. More light will be thrown upon them as the course develops.

(1) Americanization—to give the term its most comprehensive meaning—is the business of making good American citizens, the business of acquainting everyone who inhabits American soil with both physical and spiritual America, to the end that this acquaintance

may result in a sturdy loyalty to American institutions and American ideals, and the habit of living the life of the good American citizen. Really to Americanize America, we must reach the native born and the immigrant, the adult and the child in school; and incidentally, our task of Americanizing the newcomer will be rendered comparatively easy if we can but succeed first in Americanizing ourselves.

(2) To accomplish this end, we must come to a new realization of what Americanism really is, of the things that the good citizen believes in, swears by, and loves. And these things must be analyzed and interpreted in terms that touch the life of the average man. What is democracy? What are our American ideas, ideals, aspirations, principles of government, and abiding beliefs? We must know these. And further, we must find out how to teach them so that this teaching may find expression in right conduct. Here is a task we must face and do, if our American democracy is to endure.

(3) The Americanization of the immigrant has been thought of generally as a matter of schooling alone. It is much more than this. The immigrant is becoming either Americanized or anarchized by every experience which he undergoes, every condition to which he is subjected. Americanization is in a measure the problem of the school. But it is also a matter of prevention of exploitation, of good housing, of clean milk for babies, of adequate wages, of satisfactory industrial conditions, of the spirit of neighborliness between Americans, old and new. Everything that touches the immigrant's life is an instrumentality for his Americanization or the reverse. Hence the need for the entire community through all its organized agencies to take a hand in the induction of our late arrivals into the corporate life of America.

(4) The Americanism to be taught is not a static Americanism, belonging exclusively to the native born. America and the American spirit are dynamic, ever-changing concepts. It is not solely the Americanism of the Puritan that we would teach. It is that plus the precious contributions that have come, and are coming, and will come to us through the spiritual heritages of the many races that seek our shores. The process of Americanization is a reciprocal one. We give—but we receive as well.

The successful worker in Americanization is the one who approaches his task with a healthy feeling of respect for the immigrant, and with some humility of spirit.

(5) Americanism can not be imposed from without. Americanization is best handled when the immigrant becomes assimilated through his own efforts and through his own lively desire. The community should aim to make American citizenship a goal to be prized, and should facilitate in every possible way the process of acquiring it.

It follows that all schemes for *compulsory* Americanization must fail. It ill becomes the American people, who have long neglected the immigrant, to turn to coercion without first exhausting every encouraging means.

(6) Americanization does not imply that the immigrant must give up his cherished spiritual heritages. His language, his religion, his social customs he may retain, and yet become a good American. Americanization is a giving, not a taking away. The wise worker in Americanization will adhere to the policy "Hands off:"

(7) The teaching of a foreign language to school children and the conducting of foreign language newspapers are matters that should be handled with common sense. The Great War has made a great many people hysterical. The Americanizer, of all people, needs to remain sane.

(8) Blanket statements about the immigrant are unsafe and misleading. There is no immigrant. There are immigrants and immigrants, of every nationality, and of every degree of repute, just as in the case of native born. Does the immigrant lend himself readily to the Americanization process? Some nationalities do; some are not so receptive. Is the immigrant a menace? There are undesirables among our newcomers, as among our native born. There are also the chosen from many lands. Individuals differ, and races differ also. The person who would deal with immigrants must know racial backgrounds and characteristics. These differ. There is no magic process that can be applied to all national groups with any assurance of the same result. The approach to any group must be based upon the psychology of the folk, their customs, beliefs, and apperceptive bases. One can not gain the confidence of and help those whom he does not know, and those in whom he does not believe.

(9) Five things are necessary to make effective the great Americanization movement that is sweeping the country to-day: (*a*) The vital interest and support of the public; (*b*) authoritative leadership; (*c*) an intelligent coordination of working agencies under public direction; (*d*) good teachers; (*e*) adequate public funds.

The Americanization of the immigrant has failed up to date because we have lacked all of these.

(10) The schooling of the immigrant is a public function, and should be carried on under the supervision of public educational authorities whether in evening, neighborhood, or industrial classes. To accomplish this task properly, however, public educational authorities must appreciate that the schooling of the immigrant is no "side show," to be conducted as before the Great War, when anyone could teach, and when almost anyone did. It is a highly specialized piece of work, and must be handled accordingly.

(11) Agencies other than the public schools should be encouraged to cooperate in the schooling of the immigrant. Industry has an obligation, and classes in industry may well find place. So, too, with home and mothers' classes, whether conducted in a school, the quarters of a semipublic agency, or in the home itself. But in so far as can be brought about, the responsibility for the general policy and the character of the teaching in those classes should be lodged in the public schools.

(12) Cooperating agencies should work with the idea of carrying out those special functions which they are best equipped to handle. Self-advertisement and an unwillingness to cooperate have too often conspired to do more harm than good in Americanization schemes.

(13) The teaching of English is the first step in Americanization. The public must come to realize that this is one of the most difficult pieces of work that any teacher is called upon to do. The public must make it possible to secure for this work teachers who are adequately trained. We have only begun to break ground in this field.

(14) After the teaching of English, comes education in citizenship. This is very poorly handled to-day. If we are going to make good American citizens out of the millions who are with us but not of us, it is high time that the whole machinery designed to bring this to pass be thoroughly inspected and overhauled.

(15) In the final analysis the major part of the burden of Americanizing the immigrant rests on the shoulders of the teacher. Her task is a meaningful one, and she should approach it as one who engages not for hire. She must be an American 100 per cent pure. She must be sane, and sympathetic, and able to see things whole. She must be ready to give and give, and reckon not the return. But the return will come, if she remembers—as she must remember—that she may not give over giving.

MORE EXTENDED REFERENCES IN AMERICANISM AND CITIZENSHIP.

I. Books written for children in elementary and in high schools.

I am an American. Bryant. Houghton Mifflin Co. (Suitable for use with adult immigrants.)

My country. Turkington. Ginn & Co. (A splendid text for use with advanced adult immigrants.)

The liberty reader. Sheridan. Sanborn. (An inspiring text for use with advanced adult immigrants.)

The patriotic reader. Bemis. Houghton Mifflin Co.

You are the hope of the world. Hagedorn. Macmillan.

Stories of patriotism. Demming and Bemis. Houghton Mifflin Co.

Lest we forget. Thompson. Silver, Burdett & Co.

The man without a country. Hale.

Poems of American history. Stevenson. Houghton Mifflin Co.

I. Books written for children in elementary and in high schools.—Continued.

Message to Garcia. Hubbard.
Heroes of everyday life. Coe. Ginn & Co.
The spirit of democracy. Powell. Rand, McNally & Co.
The American spirit of democracy. Miller. World Book Co.
Rhymes of a Red Cross man. Service.

NOTE.—Practically all of the foregoing texts are suitable for use with advanced classes of adult immigrants. They all set forth the ideals and principles of Americanism and citizenship hereinbefore noted. It need hardly be said that they should not be read in class from beginning to end. The wise teacher will make purposeful selections in each. Many of the selections that might not be read by the child or the adult immigrant with profit might well be read to the class by the teacher.

II. Books suitable for students in this course. (Not intended for use with immigrants.)

Democracy. Greenlaw.
American ideals. Forster *and* Pierson.
Democracy to-day. Gauss.
Liberty, peace, and justice. (Riverside literature series.) Houghton Mifflin Co.
The promised land. Antin.
The making of an American. Riis.
The great tradition. Greenlaw *and* Hanford.
See also bibliography in "Americanization." Talbot.

PART 2. ORGANIZATION OF AMERICANIZATION ACTIVITIES.

AMERICANIZATION THROUGH THE PUBLIC SCHOOL.

I. How to get attendance.

(*a*) By means of widespread publicity.

NOTE.—Unsatisfactory attendance in the past has been due largely to the indifference of the public and poor "salesmanship" on the part of school authorities.

(*b*) Suggestive types of publicity:

(1) The American newspaper—chief function to stimulate the interest of the native born.

References.

Newspaper articles issued by the Americanization Committee of Akron, Ohio; Lawrence, Mass.; Toledo, Ohio; Los Angeles, Calif.; Chicago, Ill.; and other places.

(2) Immigrants' newspapers: (*a*) Daily or weekly newspapers available in every language; (*b*) utilize coöperative spirit of the publishers: (*c*) make publicity material attractive.

I. How to get attendance—Continued.

References.

Americanization conference, Washington, D. C., Proceedings. pp. 209–214. United States Bureau of Education. Division of Immigrant Education. Bulletin, 1916.

First steps in Americanization. Chapter II.

(3) Motion picture theaters: Use informational slides in the vernacular if possible.

References.

Americanization. Royal Dixon.

(4) The clergy: (*a*) Active cooperation invaluable; (*b*) importance of a proper understandig at the outset.

References.

New Hampshire Council of Defence, 1918. Americanization bulletins.

First Steps in Americanization. Chapter II.

(5) Posters and leaflets in English and in the vernacular of the immigrants.

References.

Messages in Americanism. Patri. Delaware Americanization Committee, 1918.

Americanizing a city. Detroit Board of Commerce Report, 1916.

Lowell, Mass., Chamber of Commerce. Leaflets, 1919.

Lawrence, Mass., Americanization Committee. Leaflets, 1918.

(6) Day-school pupils. (*a*) How to enlist their interest: (1) Americanization clubs: (2) competition between classes and schools: (3) official recognition of successful work.

(7) Day-school teachers: (*a*) The kindergartner as a factor in organization of classes for women.

Reference.

First steps in Americanization, pp. 15–29.

II. How to hold attendance.

(*a*) Speedy class organization. (See Part 3.)

(*b*) Sound teaching methods which assure knowledge of steady progress for pupils. (See p. 3.)

(*c*) Socialized school environment. (See p. 3.)

(*d*) Right adaptation of the program of school work to: (1) Interests and needs of pupils.

III. Organization of factory classes.

(*a*) Securing cooperation of employers.

(*b*) Securing cooperation of foremen.

(*c*) Recognition by employer of school attendance.

(*d*) The several schemes for cooperation between schools and factories.

References.

See Chapter III.

See part 5 of this course.

Americanization Conference, Washington, D. C., proceedings.

New Hampshire State Board of Education, report on Industrial Americanization, 1918.

New York State Department of Education, reports of Division of Immigrant Education, 1918.

The operation of factory classes in Akron, Ohio. Americanization Committee. Bulletin.

The operation of factory classes at the American Rubber Co., Cambridge, Mass. (Write for information.)

The operation of factory classes at the Ford Motor Co. (Write for information.)

See also "Industrial Americanization" in monthly bulletin, "Americanization" issued by U. S. Bureau of Education.

The Solvay process. C. H. Paull.

IV. The organization of special classes for women.

(*a*) School classes.

(*b*) Home and neighborhood classes.

NOTE.—The home environment of these agencies is especially conducive to successful work. The teaching, whenever possible, should be done by a trained teacher under supervision of the public school authorities.

(*c*) Factory classes for women.

References.

See special chapter in this course.

Americanizing our new women citizens. *In* Life and Labor, May, 1918.

Americanization of alien women. *In* Humanitarian, August, 1918.

Americanization aims of Council of Jewish Women, New York City. Bulletin, May, 1918.

California State Commission of Immigration and Housing. Reports, 1918, 1919.

What women's clubs can do. Federation of Women's Clubs, March, 1919. Bulletin.

Teaching English to adult women. *In* Survey, March 15, 1919.

The Americanization of women. Frances Kellor. United States Chamber of Commerce, New York City. Bulletin.

Women's Municipal League of Boston. Bulletin for 1919.

See references to this topic in part 5.

AMERICANIZATION THROUGH COMMUNITY AGENCIES.

I. Activities of immigrant groups.
   (*a*) Self-organized racial groups in their clubs, fraternal societies, etc.
   (*b*) School authorities to provide teachers and teaching material.

References.

Greek-American Review, April, 1918.
Americanization Conference Proceedings, pages 285–293.

II. Community centers.
   (*a*) Americanization committees to arrange for—
      (1) Public meetings at which old and new Americans may commingle.
      (2) Lectures on Americanism and its interpretations for the immigrant.
      (3) Special nationality programs for demonstrations of racial customs in song and dance as conducted in the home land.
      (4) Special nationality clubs as supplementary adjuncts to the school work.
      (5) Cosmopolitan councils in which representatives of different nationalities have an opportunity for working together along such lines as "civic betterment," etc.

References.

A community center. Jackson. United States Bureau of Education. Bulletin, 1918, No. 11.
The Americanization of Hungarians. *In* Americanization Bulletin, October 5, 1918.
Americanization Conference. Washington, D. C., Proceedings. Pages 77–89.
A tentative program for community centers. Chicago Board of Education, January, 1919.

III. Community singing—pageantry—public celebrations.
   (*a*) Public meetings for "new citizens." Annual public reception and welcome to citizens newly naturalized.
   (*b*) Special holiday programs. Patriotic holiday celebrations with references to the part which has been played by the immigrant in the development of our national life.
   (*c*) Neighborhood meetings, motion-picture entertainments, patriotic addresses, etc., as part of a civic program to arouse the interests of the foreign born in Americanization.

III. Community singing—Pageantry—Public celebrations—Con.

References.

The community drama as an Americanizing force. MacKay. *In* American City, September, 1918.
Americanization Conference, Washington, D. C. Proceedings, pp. 309–318.

IV. Right housing conditions for immigrant settlements.
(*a*) The critical importance of good housing.
(*b*) Campaign to interest the public in the unsatisfactory housing conditions of the immigrant.

References.

Commission of Immigration and Housing, California. Publications.
Americanization Conference, Washington, D. C. Proceedings, pp. 328–335.

V. The public library.
(*a*) Advertising the library through foreign-language leaflets.
(*b*) Organizing library visits.
(*c*) The value of simple reading material in the vernacular.

References.

Americanization, Boston Public Library. Bulletin.
Americanization of foreigners. Maine Public Library. Bulletin.
The Library Journal, October, 1918, and April, 1919.
Massachusetts Free Public Library Commission. Reports, 1918–1919.
American Library Association. Reports, 1918–1919.

VI. Public health nurse.
(*a*) Opportunities for training the immigrant to an appreciation of good health standards.
(*b*) The nurse's strategic position in Americanization work.

Reference.

Americanization Conference, Washington, D. C. Proceedings, pp. 381–384.

VII. Prevention of exploitation.
(*a*) Exploitation the cause of most serious misunderstandings of America.
(*b*) Provision for legal protection and advice by State and local agencies.
(*c*) Opportunities in school classes with advanced pupils to present the fundamental rights of a citizen in a democracy.

References.

Massachusetts Commission on Immigration. Report, 1914.
Massachusetts Bureau of Immigration. Report, 1918.
Americanization Conference, Washington, D. C. Proceedings, pp. 266–277.
Immigration and labor supply. Leschovier. *In* Atlantic Monthly, April, 1919.

VIII. Coordinating the work of public and private agencies.

References.

The Federal-State program. Mass. State Board of Education. Department of University Extension.
See also "Fifteen Points" in this course.

NOTE.—The subject matter suggested in this section is very adequately covered in the volume just issued by the United States Bureau of Education, entitled "Community Americanization," by F. C. Butler, Federal Director of Americanization. This pamphlet is recommended as a basic text for part 2.

PART 3. INTRODUCTION.

Part 3 is intended specifically for the classroom teacher. The idea is to set before her the aims, content, methods, and devices in the teaching of immigrants. Obviously no attempt to do this can be really worth while unless the lectures or conferences suggested by the material that follows be accompanied by observation work, or practice teaching, or both. It is recommended that wherever possible the teacher-training course include provision for these activities. The lectures and conferences may then be based largely on data gathered from actual classroom situations.

Observation should always be purposeful. With the idea of making it so, the following points are presented. Students who visit for observation should be asked to report what they see and hear, using some such outline as the following:

I. Attitude of class:
   (*a*) Are the students busy or only attentive?
   (*b*) Is the spirit of the class alert and interested in learning?
   (*c*) Do the students evidence a feeling of pleasant satisfaction?
   (*d*) Is there a friendly feeling of cooperative effort between teacher and students?
   (*e*) Is there an atmosphere of equality and neighborliness?

II. Classroom equipment:
   (*a*) Is the furniture comfortable?
   (*b*) Are the lighting, heating, and ventilation conditions satisfactory?
   (*c*) Is the blackboard space adequate?
   (*d*) Are the pictures, signs, bulletin boards, etc., interesting and inspiring?
   (*e*) Are the textbooks adapted to the needs and abilities of the students?

III. Conversation work:
  (*a*) Which forms of the direct method are used?
  (*b*) Is the choice of lesson material of interest to the students?
  (*c*) Does the teacher succeed in getting the students to talk?
  (*d*) How much attention is paid to correct English pronunciation?
  (*e*) Does the theme development proceed naturally?
  (*f*) How many new words are being taught?
  (*g*) Is the drill work sufficient and interesting?

IV. Reading:
  (*a*) Is the text adapted to the abilities of the students?
  (*b*) How much silent reading is required?
  (*c*) Do the students read to the class?
  (*d*) Does the teacher read to the students?
  (*e*) Is the reading period too long or too short?

V. Writing.
  (*a*) Does the teacher teach penmanship as such?
  (*b*) Have the students right models for practice work?
  (*c*) Is the period too long or too short?

VI. History, civics, arithmetic.
  (*a*) Is the lesson material selected with reference to the abilities and needs of the class?
  (*b*) Is a correlation made between the lesson material and the daily experiences and interests of the students?
  (*c*) Is the work in English neglected for these subjects?
  (*d*) Do the students question about the difficulties in the lesson?
  (*e*) What references are made by the teacher to the immigrant's background?

THE TEACHING PROBLEM IN AMERICANIZATION.

I. Classification of students.
  (*a*) Suggested division: (1) Beginners; (2) intermediates; (3) advanced.
  (*b*) Basis for this division in terms of ability to speak English, to read English, and to write English.
  (*c*) Other factors in classification: (1) The factor of race; (2) the factor of sex; (3) the factor of literacy or illiteracy in native language.
  (*d*) Suggestions as to the application of the above to concrete situations: (1) Cautions as to the limits of their application; (2) the right attitude toward the immigrant's preferences and prejudices.
  (*e*) The necessity for flexibility in grading.

I. Classification of student—Continued.

References.

How to teach English to foreigners. Goldberger. Pp. 25, 26.
First steps in Americanization. Mahoney and Herlihy. Chapter II.
Mass. Board of Education. Department of University Extension. Teacher's handbook. Pp. 4, 5.
The teaching of English to the foreign born. Goldberger. U. S. Bureau of Education. Bulletin, 1919, No. 80.

II. Aims (beginner's classes):

(*a*) To teach the students to talk, to read, and to write English:
  (1) Relative importance of these three phases of instruction.
(*b*) More specifically:
  (1) To teach students how to talk in simple sentences about their daily experiences.
  (2) To teach students how to read and understand English that is simple and practical in content.
  (3) To teach students how to write the simplest facts of identification and personal history.
  (4) To make a beginning in teaching Americanism.
(*c*) Lesson material as related to the above aims:
  (1) Does the content of the conversation lesson appeal to the student's interests and provide him with specific help for his daily conversation?
  (2) Does the lesson material in reading and writing satisfy his immediate needs as an adult who learns English for practical purposes?

References.

How to teach English to foreigners. Goldberger, p. 17.
First steps in Americanization. Mahoney *and* Herlihy. Chapters 2 and 3.
A course of study and syllabus for teaching English to non-English-speaking adults. Goldberger *and* Brown.

III. Aims (intermediate class).

(*a*) To teach students how to talk correctly about a wider range of subjects than those in the class for beginners.
(*b*) To teach them how to read simple English on a variety of subjects touching on everyday experiences.
(*c*) To teach them how to spell common words.
(*d*) To teach them how to write a simple letter, personal or business.
(*e*) To furnish an elementary knowledge of American history and citizenship and the fundamental standards of healthful living in American communities.
(*f*) To inculcate Americanism, in terms of attitudes, habits, and abiding convictions. (See p. 1.)

III. Aims (intermediate class)—Continued.

References.

First steps in Americanization. Mahoney *and* Herlihy. Chapters 3 and 4.
Course of study and syllabus. Goldberger *and* Brown. pp. 31, 33, 35.

IV. Aims (advanced class).

(*a*) To encourage students to free expression of opinion on subjects of vital interest.

(*b*) To eliminate as far as possible common grammatical errors from the students' speech and writing: (1) The necessity for moderation here.

(*c*) To eliminate as far as possible foreign idioms and foreign accent: (1) The necessity for moderation here.

(*d*) To emphasize what is good in our newspapers, magazines, and literature; to form the library habit.

(*e*) To prepare a good foundation for naturalization through the study of American history, civics, and problems of our national life.

(*f*) To inculcate a pride in America, and the desire and the purpose to be a good American. (See pt. 1.)

References.

A course of study and syllabus. Goldberger *and* Brown. pp. 39, 48.
Americanization Conference, Washington, D. C. Proceedings. p. 27.
A suggested program for Americanization. General Federation of Women's Clubs. Bulletin, 1918.

V. The proper atmosphere in the Americanization school.

(*a*) The importance of a cheerful environment, especially in evening school classes: (1) Suitable furniture, adequate lighting, etc.

(*b*) The necessity of casting aside traditional day-school ideas as to organization: (1) Clubs instead of classes, etc.

(*c*) The principle of *use*, and its many applications to work with adult immigrants.

(*d*) The teacher's attitude toward a group of adult immigrants.

References.

Americanization Conference, Washington, D. C. Proceedings. pp. 77–84.
First steps in Americanization. pp. 37–44.
The teaching of English to the foreign born. Chapter I.

VI. Method (beginners' classes).

(*a*) The child's problems in learning the native language: (1) Wealth of concepts; (2) lack of language symbols for expression of concepts.

VI. Methods (beginners' classes)—Continued.

(*b*) The adult's problems in learning a new language: (1) Wealth of concepts; (2) wealth of language symbols in native tongue; (3) need for learning new language symbols.

(*c*) The indirect method: (1) Thinking involves expression in native tongue—translation a necessary step; (2) inhibition of free expression in new language caused by roundabout procedure; (3) laborious study of vocabulary and grammar involved.

(*d*) The direct method: (1) Assures training in the habit of associating new language symbols directly with objects, acts, experiences, and ideas.

References.

The art of teaching and studying languages. Gouin. (Basic reference book.)

The teaching of English to the foreign born. Goldberger. Chapter II. Also supplement.

Americanization Conference, Washington, D. C. Proceedings, pp. 31–41.

(*e*) Phases of the direct method:

(1) Visual or objective: (*a*) New associations made by use of objects; (*b*) value in teaching names of objects and their modifiers.

(2) Dramatic:

(*a*) New associations made by acting out verbs and expressions of movement.

(*b*) Value in teaching verbs, participial nouns, and expression of movement.

(3) Vernacular:

(*a*) Device for expediting explanations of difficult words, phrases, and idioms.

(*b*) Value of teacher's knowledge of the most common idiomatic expressions in the vernacular of the pupils.

(c) Serious disadvantage in too frequent use of vernacular.

(4) Laboratory:

(*a*) Broadening scope of objective material by taking a class on an excursion to places of civic and historic interest outside the classroom.

(*b*) Strengthening bond of understanding between teacher and pupil under conditions which are different from classroom work.

(5) Utilization of above phases in teaching by direct method.

VI. Methods (beginners' classes)—Continued.

References.

How to teach English to foreigners. pp. 5–11.
First steps in Americanization. pp. 91–111.
A course of study and syllabus. pp. 2–10.
The teaching of English to the foreign born. Chapter 2.

(6) Direct method as exemplified in the "theme":
  (*a*) "A general act defined by a series of particular acts."
  (*b*) Nature and development of a theme:
    (1) Theme subject.
    (2) A series of sentences in which the subject is described and developed around a "unit thought."
    (3) The verb in each sentence the pivotal part of the theme development.
    (4) Oral development in which the pupil sees, hears, understands, speaks, acts, reads.
    (5) Written development through reading, copying, dictation.

References.

Teaching and studying languages. Gouin. Parts 1 and 2.
Teacher's handbook. Mass. Dept. of University Extension. pp. 6, 7, 8, 9.
The teaching of English to the foreign born. Goldberger. Chapter 2.
English lessons in paper making. Paull. Associated Industries of Massachusetts.
English for coming Americans. Rose M. O'Toole. American Rubber Co., Cambridge, Mass.

VII. The use of reading texts (beginners' classes).
  (*a*) Correlation of the subject matter of reading lesson with conversation lesson.
  (*b*) Limitation of use of textbooks in early stages.
  (*c*) Problems in reading for adult immigrant: (1) To learn the thought; (2) to express the thought.
  (*d*) Helps from teacher in ascertaining the thought: (1) Meaning of words in text developed in conversation lesson; (2) questions and discussions.
  (*e*) Helps in oral reading.

References.

The teaching of English to the foreign born. Goldberger. Chapter 2.
First steps in Americanization. pp. 112–120.
Mass. Board of Education. Dept. of University Extension. Teacher's handbook.
References in "The home teacher." Commission of Immigration and Housing, California.

VII. The use of reading texts (beginners' classes)—Continued.

(*f*) Phonics: (1) Value in conversation and reading; (2) Danger of overemphasis on phonics; (3) Selections based on utility; (4) Drill limited to words within the students' comprehension.

References.

First steps in Americanization. pp. 119–122.
How to teach English to foreigners. pp. 14–17.
Mass. Dept. of University Extension. pp. 10–24. Teacher's handbook.

(*g*) An examination of reading texts:

(1) Standards in texts:

(*a*) Content adapted to the abilities, interests, and practical needs of the adult immigrant.
(*b*) Provision for sufficient review assignments.
(*c*) Text carefully graded in difficulty.
(*d*) Large type.
(*e*) Frequent, telling photographic illustrations.

NOTE.—Examine several of best-known texts on basis of the foregoing criteria.

References.

A course of study and syllabus, p. 49.
First steps in Americanization, p. 138.

VIII. Writing (beginners' classes).

(*a*) First work in writing: (1) Address, and facts of personal identification; (2) copying and tracing of teacher's model; (3) special study of difficult letters for individual pupils.

(*b*) Dictation: (1) Sentences selected from theme; (2) importance of correlation; (3) value of board work by pupils.

References.

Federal Board for Vocational Education, Washington, D. C. English 1—Bulletin.
How to teach English to foreigners, pp. 20–21.
First steps in Americanization, pp. 126–132.

IX. Important teaching principles applied (beginners' classes).

(*a*) Interest:

(1) As affected by proper selection of material.
(2) As affected by teacher's preparation:

(*a*) Right choice of conversation lesson.
(*b*) Choice of objective material.
(*c*) List of new words.
(*d*) List of phonic sounds.
(*e*) Theme.
(*f*) Dictation sentences.
(*g*) Choice of reading lesson.

IX. Important teaching principles applied, etc.—Continued.
- (*b*) Apperception. The teaching appeal through the utilization of what the immigrant knows and loves.
- (*c*) Class activity:
  - (1) Importance of voluntary, active attention in the learning process.
  - (2) Disadvantages of lessons in which the teacher does too much talking and explaining.
  - (3) Helps from concert work in a beginners' class.
- (*d*) Habit formation:
  - (1) Importance of review and drill.
  - (2) Best means of developing right habits:
    - (*a*) Provide strong motive and initiative.
    - (*b*) Make certain that the pupils understand just what is to be learned.
    - (*c*) Make drill work interesting by spontaneity and variety of presentation.

Reference.

First steps in Americanization, pp. 46–68.

X. Illustrative lesson units for beginners.
- (*a*) Suggested division of time per session.
- (*b*) Lesson units in detail.

Reference.

The teaching of English to the foreign born. Goldberger. Chapter 3.

XI. Lesson subjects (Intermediate class).
- (*a*) Conversation:
  - (1) Scope of subjects broadened to include topics of civic and community interests.
  - (2) Need of continuous practice in talking.
- (*b*) Phonics:
  - (1) Choice of phonics based on special needs of the particular nationalities in the class.
- (*c*) Reading:
  - (1) Textbooks with wide variety of reading subjects, but not too difficult in sentences, structure, and vocabulary.
  - (2) Newspaper reading.
  - (3) Silent reading as a test for power of understanding.
- (*d*) Writing:
  - (1) Some time to be devoted to training in improving the penmanship of the pupils.

XI. Lesson subjects (intermediate class)—Continued.

(*d*) Writing—Continued.

(2) More attention devoted to correct spelling than in the class for beginners.

(3) Simple social and business letters.

(4) Dictation selected from the conversation and reading lessons.

(*e*) History of the United States:

(1) Selection of a minimum of facts describing the important eras in our history.

(2) Value of frequent reference to the importance of the part which has been played by the immigrant in our history.

(3) Importance of illustrated lectures.

(4) Recognition of the achievements of the "foreigner" in the ranks of the United States Army and Navy in the recent World War.

(*f*) Civics:

(1) Discussions in civics limited to the functions of those governmental agencies with which the student is familiar, e. g., postman, policeman, fireman, health department inspector, etc.

(2) Training in civics to teach the immigrant that he has responsibilities as a resident and a citizen in his own community. (See under the Socialized School.)

(3) Health standards in home, factory, and in public places.

(4) Awakening of a desire for citizenship through the knowledge of our American ideals in social, political, and industrial life.

References.

A course of study and syllabus. Goldberger *and* Brown. pp. 30–39.
The Rochester plan of immigrant education. Finch.
Americanization and citizenship. Webster.
English for foreigners. Book 2. O'Brien.
Plain facts for future citizens. Sharpe.
Civics for new Americans. Hill *and* Davis.
The fundamentals of citizenship. National Catholic War Council, Washington, D. C.

XII. Lesson subjects (advanced class).

(*a*) Oral language:

(1) Training in learning to speak English correctly: Conversation on subjects of interest to the students.

(2) Study of functional English grammar as illustrating the principles of correct speech.

(3) Value of debates and class discussions as mediums for training in oral expression.

XII. Lesson subjects (advanced class)—Continued.

(*b*) Written language:

(1) Spelling—training in spelling and in the use of the dictionary. Use of spelling lists of the most common words, e. g., Ayers Spelling Test.

(2) Social letters. Importance of utilizing immigrant's experiences and needs in this work.

(3) Business letters:

(a) Letters of application for positions.

(b) Letter to "mail order" houses.

(c) Letters of inquiry to public officials.

(*c*) Current events. (Connect with oral language.)

(1) Reading and discussions based on newspaper and magazine articles of public interest.

(2) Debates on topics of current interest. Education in Americanism. (See Part 1.)

(*d*) History:

(1) Special study of the reasons why the United States entered the World War.

(2) Illustrations in the history of the United States or other issues in which our ideals of freedom and justice were upheld.

(3) Summary of the important facts in each of the big eras of our history.

(4) Study of the lives of our national heroes as examplars of Americanism.

(*e*) Civics:

(1) The duties of a citizen in the local community.

(2) The organization of local government.

(3) The benefits derived from the State government.

(4) Organization of State government and the reasons for State taxation.

(5) Benefits derived by the citizens from the National Government.

(6) The organization of our National Government in Washington.

(7) Intensive study of the requirements for naturalization.

References.

See Part 1.

The new American citizen. Mintz.

Civics for Americans in the making. Plass.

My country. Turkington.

You are the hope of the world. Hajedoon.

Civic Education Association, Buffalo, N. Y. New citizens' handbook.

The fundamentals of citizenship. National Catholic War Council, Washington, D. C.

XIII. The socialized school.

(*a*) The school as an Americanization center:

(1) Provision of opportunities for the performance of social activities.

(2) Opportunities for friendly democratic commingling of the native and foreign born.

(*b*) Utilization of the prominent social instincts of the immigrant.

(*c*) Varieties of activities possible in school buildings.

(1) Classroom:

(*a*) Class and solo singing of native and American songs.

(*b*) Recitations in the vernacular and in English.

(*c*) Chalk sketching on the blackboards.

(*d*) Exhibits of drawing, painting, handicrafts, etc., done out of school.

(2) In the school hall:

(*a*) Lectures in the vernacular and in English. (Health, sanitation, work of various departments of the Government, etc.)

(*b*) Illustrated historical and geographical talks.

(*c*) Motion pictures.

(*d*) Vocal and instrumental concerts.

(*e*) Social dancing (properly supervised).

(*f*) Costume parties (exhibitions of the native dress costume) of the students.

References.

First steps in Americanization. pp. 37–43.
Americanization Conference, Washington, D. C. Proceedings. pp. 77–84.
Wide use of school building. Perry.

XIV. Who is the successful teacher of immigrants?

(*a*) Personality: (1) Courteous, alert, possessing a sense of humor.

(*b*) Attitude: (1) Sympathetic, understanding, free from condescension.

(*c*) Knowledge:

(1) A thorough understanding of Americanism.

(2) A knowledge of immigrant backgrounds and characteristics.

(*d*) Training:

(1) A grasp of the methodology necessary in the early stages of immigrant instruction.

XIV. Who is the successful teacher of immigrants?—Continued.

(*d*) Training—Continued.

(2) Skill in applying general principles to concrete situations.

(3) Initiative in organizing the materials of instruction.

NOTE.—The subject matter suggested in part 3 is very adequately covered in Mr. Goldberger's bulletin entitled "The Teaching of English to the Foreign Born," recently issued by the United States Bureau of Education. This bulletin is recommended as a basic text for part 3. A bulletin very recently issued by the "Service Citizens" of Delaware, under the title of "Six Months of Americanization in Delaware," is also very helpful. This latter bulletin may be secured by applying to the executive secretary of the "Service Citizens" of Delaware, at Wilmington.

PART 4. IMMIGRANT BACKGROUNDS AND RACIAL CHARACTERISTICS.

I. Value of a teacher's approach to the immigrant through her knowledge of the pivotal facts of his racial inheritance in history, government, religion, home life and occupations, political aspirations, art, music, etc.

References.

First steps in Americanization. Mahoney *and* Herlihy. Chapter III, Section 2.

Old homes of new Americans. Francis E. Clark. Introduction.

Our Italian fellow citizens. Francis E. Clark. Introduction.

The school and the immigrant. H. A. Miller. (Cleveland Survey.) Chapter IV. Introduction.

Leadership of the new America. Archibald McClure. Introduction, pp. 18–19.

The new immigration. Peter Roberts. Chapter XXI, p. 308.

Immigrant forces. W. P. Shriver. Chapter II, pp. 39–41.

On the trail of the immigrant. E. A. Steiner, Chapter I.

The goal of Americanization work. Albert E. Jenks. *In* Survey, January 11, 1919.

II. Americanization as affected by present political and economic conditions in the home countries.

References.

Americanization conference, Washington, D. C. Proceedings. Paper by Herbert A. Miller.

Twenty years at Hull House. Jane Addams. Chapter XVII. Echoes of the Russian revolution.

III. Type study of the background and racial characteristics of one race.

The Italians:

(1) Physical features of the country as influencing its civilization.
(2) Salient facts in its history, including its greatness in literature, art, music, etc.
(3) Kind of government and division into classes, if any, with special reference to groups from which our immigrants come.
(4) Reasons for emigration.
(5) Opportunities for education.
(6) Home life, religion, occupations, amusements, etc.
(7) Racial characteristics.

> Open my heart and you will see
> Graved inside of it "Italy,"
> Such lovers old are I and she—
> So it always was, so ever shall be.
> —On the title-page of "Italy To-day," by King *and* O'Key.

References.

Italy today. King *and* O'Key. (English authors.)
The Italians of to-day. Richard Bagot. (English author.) See especially Chapter II and the last chapter.
The Italian in America. Lord, Trenor, *and* Barrows.
Italian life in town and country. Luigi Villari.
Our Italian fellow citizens. Francis E. Clark.
In their old homes and their new.
United Italy. F. M. Underwood. See especially Chapters I, VIII, XIII, XIX, XV.
A history of Italian Unity. (Voluminous but excellent.)
Italy of the Italians. Helen Zimmern. (A compendium for easy use.)
New lives for old. William Carleton.
The schoolmaster of a great city. Angelo Patri.
The immigrant; a drama. Percy MacKaye.
General works with chapters or sections on Italy: (1) Leadership of the new America. Archibald McClure. Part II, Chapter XII. (2) On the trail of the immigrant. Edward A. Steiner. Chapter XVII. (3) Races and immigrants in America. John R. Commons. Chapter IV, pp. 70–79. (4) Immigrant forces. Wm. P. Shriver. Chapter II, pp. 39–41. (5) The school and the immigrant. H. A. Miller, *In* Cleveland Survey, Chapter IV. (6) The immigration problem. Jenks *and* Lauck. Chapter VI, pp. 83–90. (7) The immigrant invasion. Warne. Chapter III.

IV. Statistics or other material showing the adaptability of the different races in the process of assimilation.

References.

The Immigration problem. Jenks *and* Lauck. Chapter III, p. 34; Chapter XV, p. 317. Tables on pp. 429–453.
Immigration. Fairchild. pp. 397–415.
Races and Immigrants in America. J. R. Commons. Part IV.
The tide of immigration. Frank J. Warne. Chapter XXIX.
The new immigration. Peter Roberts. Chapter V.
The Italian in America. Lord, Trenor, *and* Barrows. Chapter XI.
Americanization. W. Talbot. pp. 89, 108, 145, 150, 157.

V. Books or magazines dealing with racial backgrounds and characteristics.

References.

(1) General.

Leadership in the new America. McClure.
Races and Immigrants in America. Commons.
On the trail of the immigrant. Steiner.
The immigrant tide. Steiner.
Old homes of new Americans. Clark.
Americans in process. Woods.
One way out. W. Carlton.
Lives of undistinguished Americans. Holt.
Scum o' the earth and other poems. Schauffler.
Twenty years at Hull House. Addams. Chapter XI and throughout the book.
The school and the immigrant. Miller. Chapter IV.
Immigrant forces. Shriver. Chapter II.
Aliens or Americans. Grose. Chapters IV and V.
The immigrant invasion. Warne. Chapter VII.
The immigrant, an asset and a liability. Haskin. Chapter VII.
The immigration problem. Jenks *and* Lauck. Chapters II and VI.

MAGAZINES.

Literary Digest, October, 1918, through June, 1919, articles on various nationalities.
National Geographic Magazine, December, 1918. A monograph on European nationalities. Various articles on races and nations. See their file.
The Outlook, August and September, 1915. A series of articles on "My immigrant neighbors," by Gertrude Barnum.

(2) Special Nationalities.

(*a*) Northern Europe.

FINLAND.

Finland and the Finns. Arthur Reade.
The land of 1,000 lakes. Ernest Young.
Finland to-day. George Renwick.
Kalevala (the Finnish epic). Translated by Crawford or Kirby.

V. Books or magazines dealing with racial backgrounds, etc.—Continued.

LITHUANIA.

The history of the Lithuanian nation and its present national aspirations. Kunigas A. Jusaitis.

SCANDINAVIA.

The making of an American. Jacob Riis.
O pioneers. Willa S. Cather.
Scandinavia of the Scandinavians. Henry G. Leach.

(*b*) Middle and Southern Europe.

THE SLAVS.

Our fellow Slavic citizens. E. Balch.
Old homes of new Americans. Francis E. Clark.

POLAND.

Short history of Poland. Julia Orvis.
Poland, the knight among nations. Van Norman.
Poland of to-day and yesterday. N. O. Winter.
Poland, a study of the land, people, and literature. George Brandes.
Russian realities and problems. Roman Dmowski. Chapter on "Poland, old and new."
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PART 5. AN OUTLINE OF THE AMERICANIZATION MOVEMENT.

(A) THE IMMIGRANT TIDE.

I. Causes of emigration: (*a*) Economic, (*b*) desire for social improvement, (*c*) political, (*d*) religious.

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(1) The operation of the compulsory-attendance law for illiterate minors. (Massachusetts.)

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New York State Commission of Immigration. Report, 1909.

(3) Inadequacy of early attempts in evening schools:

(*a*) Financial support pitifully small.

(*b*) Lack of interest on part of public.

(*c*) Untrained teachers, unsuitable texts, poor teaching methods, poor housing facilities.

(*d*) Little positive attempt to secure or follow up attendance.

References.

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(*b*) Other agencies:

(1) Early attempts in settlement houses.

(2) Work of industrial committees of Young Men's Christian Association.

(3) Work of Council of Jewish Women, North American Civic League for Immigrants, the Immigrant Aid Society, the National Slovak Society (Pittsburgh), and others.

(4) Educational activities usually hampered by lack of trained teachers.

(5) Early attempts at organization of lesson material in Dr. Peter Roberts's "Lessons in English for Coming Citizens."

(B) BEGINNINGS AND DEVELOPMENT OF THE AMERICANIZATION MOVEMENT.

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(*b*) Disclosures of immigrant illiteracy in the American Army.

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(d) National Americanization Committee, New York City. Publications.

III. Industrial Americanization. (See Chap. III.)

(*a*) Early attempts in the factories of the Ford Motor Car Co., Detroit, and D. A. Sicher Co., New York.

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(*b*) Development of the factory class idea:

(1) On factory time.

(2) On part time.

(3) On employees' time.

(4) Cooperation with public school authorities.

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V. Present status of the Americanization movement from the standpoint of—

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(1) Functions and activities of the Americanization Division, United States Bureau of Education.

(2) The beginnings of national responsibility and national leadership.

(3) Functions and activities of the Bureau of Naturalization.

(4) Need of close cooperation between Federal agencies.

(5) Recent and pending Federal legislation in Americanization.

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(*b*) State activities:

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(*c*) City activities:

(1) Study city plans conducted by boards of education and Americanization committees in such cities as these: Boston, Lowell, Fall River, Cambridge, Lawrence, Hartford, Rochester, Buffalo, Syracuse, Detroit, Cleveland, St. Louis, Cincinnati, Chicago, Erie, Akron, Minneapolis, Toledo, Los Angeles, Oakland, Wilmington (Delaware).

(2) For others see issues of Americanization Bulletin, U. S. Bureau of Education.

(3) Note the beginnings of—

(*a*) Teacher training.

(*b*) The idea of community responsibility.

(*d*) Activities and functions of semipublic agencies.

(1) Study activities and functions of such agencies as these: Y. M. C. A.; Y. W. C. A.; National Catholic War Council; Council of Jewish Women; The Educational Alliance (New York City); public libraries; visiting nurses; various women's organizations; immigrant aid societies; immigrant organizations, etc.

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Chapter III.

INDUSTRIAL OR FACTORY CLASSES.

By Frances K. Wetmore.

It is only within a few years that industry has realized the advantages derived by both employer and employee from well-organized, well-taught classes in English and citizenship for the non-English speaking employees. A few progressive firms established their own classes and proved beyond question that there were fewer accidents, less labor turnover, and more efficient work when one common language was spoken. Among the firms early realizing the value of these classes were the Henry Ford factory, of Detroit, Mich., and the Dudley G. Sicher factory, of New York City. The Ford factory proved it could reduce accidents 54 per cent by the teaching of English to the foreign-born employee. The Dudley Sicher factory records show a marked increase in the efficiency of their employees, directly due to the inauguration of the English classes. Moreover, the speaking of one language eliminates the "straw boss," frequently a source of trouble and misunderstanding in the industry, and not infrequently an exploiter of the employee.

The employee is eager to avail himself of the opportunity these classed present, when he realizes that it means a better chance of promotion, through a familiarity with the vocabulary used in other departments, as well the names of tools, materials, and processes of construction used in his own department of the factory. He realizes also that through a better understanding of the English language he comes in closer touch with American life, customs, and institutions.

It is obvious that 10 hours of industrial toil are not conducive to scholastic work, and that classes held in the industries provide an excellent, if not the best possible opportunity for the large number of our foreign-born industrial workers to learn English.

CLASSROOMS AND EQUIPMENT.

Among the first considerations in establishing a class in an industry is that of proper space. The place for the classroom should be selected in relation to—(*a*) Size; (*b*) Light and air; (*c*) Location; and (*d*) Permanency.

(*a*) The size of the space provided for the class must be adequate for the number of students attending the class. A group of men and women will not long attend a class with insufficient room or uncomfortable seats.

(*b*) There should be sufficient light to enable the student to see the blackboard or the printed page without effort, and there should be enough fresh air to enable the group to keep alert and alive to the work presented.

(*c*) The location of the class should be somewhat secluded, so the student will not feel conspicuous or a subject of ridicule to his fellow workers. A man or woman hesitates to enter and frequently refuses to remain in a class held in a large room or corridor where there is frequent passing and where he is observed and pointed out by his English-speaking coworker.

(*d*) The space should be selected with some idea of permanency. Change of location always has a tendency to scatter a group. A man or woman usually becomes discouraged when forced to search for the space newly assigned to the class.

This is partially due, possibly, to timidity, and sometimes to the limited time at his disposal for classroom work. So much is this true, however, that the difference between an open and closed door to a classroom has made the difference between success and failure with a class of non-English-speaking adults.

The equipment necessary for an industrial-plant class is very simple. There should be (*a*) comfortable seats, (*b*) a table or adequate space for writing, (*c*) paper and pencils, (*d*) a large blackboard for illustrating and writing, (*e*) lesson leaflets and later books, (*f*) a map of the United States, (*g*) the United States flag.

This will usually prove sufficient equipment for an industrial class, with the simple material which the teacher will bring to illustrate her lesson.

Given space and equipment, the time assigned for the class is the next consideration. There are three arrangements of time possible: (1) The class held on company time; (2) the class held on the men's own time; (3) the class held on half company time and half the men's time.

The type of industry will suggest somewhat, at least, the best arrangement of time. Where the entire machinery of a floor must be shut down when a number of men leave their places, it presents a more difficult problem than where the work of the individual is a little less closely related to the work of the entire group. However, it has always proved an advantage for the company to show sufficient interest and encouragement in the class to share at least the time with the employee.

Moreover, it has been definitely proved that the employer shares in the benefit derived from the class through the increased efficiency of the employee. It has been recently stated by one large firm where the men are allowed one hour on company time, twice each week, for a class in English and citizenship, that the product of the company was not lessened by the time given the men, but rather increased through increased efficiency.

Many of the most satisfactory classes are conducted wholly on company time. Noon has proved a successful hour for holding classes in many industries, provided additional time is given for luncheon. The hour immediately after work has been chosen by many industries as a satisfactory time, especially when work stops at 3.30 or 4.30, or a new shift comes on at that hour. It has proved advantageous in many cases where the class is held after working hours to serve coffee and sandwiches or doughnuts to the men before they attend the class, as the man's vitality is lowered that hour.

When the space has been selected, the equipment provided, and the time appointed, the next consideration is the organization of the group. Experience proves that for satisfactory work the classes must be kept small in number, and there must be an attempt at grading, at least according to degree of literacy in their native language and their ability to use the English language. Separate classes for men and women have usually proved expedient only where they work in separate departments in the industry. Where they work side by side, as in the clothing trades, for example, they come very naturally into the classroom together.

The subject matter presented must be of real interest and relate itself to the experience of the men and women composing the group, if the class is long to exist. Material from a first, second, or third-grade primer is of very little interest or importance to a man or woman engaged in the problems of industrial life.

METHODS OF INSTRUCTION.

A desire to converse in English is usually the first incentive which prompts a man or woman to attend an English class. Therefore simple lessons giving them a vocabulary which will enable them to converse about the actual necessities of their everyday life, such as their food, their clothes, their home, etc., is the first requirement for a non-English speaking man or woman.

When this vocabulary is acquired lessons should be presented dealing with industrial life, hours of work, the vocabulary of the particular industry in which they are employed; such as names of tools, the names of materials, and processes of construction, safety signs, and signals. A book has recently been prepared by one large industry for

the use of the men in their plant. It contains excellent illustrations of the tools, parts of machinery, safety signs, warnings, etc., accompanied by a text. This is a suggestion as to the type of material most useful and of greatest interest to men and most appreciated by them.

Books of rules and regulations for the particular industry can be arranged in simple lessons for the class, proving of invaluable benefit to the men and to the firm, in preventing accidents and other ways. In many industries the books of rules which were published in five or six different languages before the establishment of the English classes are now published in but one language—English; and the book serves as a textbook for the men and women attending the classes. This should be followed by sufficient practical arithmetic to enable the pupils to compute their wage in American money, to make out a family budget, as well as to make out bank checks, deposit and withdrawal slips, and money orders.

A series of lessons in American citizenship should be a part of the work of each class, and should consist not only of the history of our country and our form of government but much of the actual work of government, as it touches each individual in his everyday life and experience. He should know of the different departments of Government and how they function for the benefit of each individual, and how he may call these departments to his aid when necessary. The man and woman should know some of the simple laws and ordinances, how they are made, and how they work. He should know the process of voting and his responsibility in casting a ballot. He should also know of the public institutions in which he, as a citizen, has a share, as, for example, the public library.

In all instruction, conservation of the students' time must be considered. At best, the men and women attending these classes have only a limited time to devote to the learning of a new language. Every minute of time is valuable and must be utilized to the best possible advantage to them.

The method employed in this teaching should be what is termed the direct or natural method, or the direct association of the name with the object or action; that is, wherever a noun is given, the object is presented to the class while the name is given. When the verb is given, the action accompanies the word, as, walking before the class while the word "walk" is pronounced. It is well to introduce pictures whenever they will assist in making the meaning of a word or expression clear. The small picture which can be held in the hand to illustrate the lesson is of value, and the stereopticon and moving pictures have great possibilities wherever it is practical to introduce them. With the daylight lantern much of the difficulty of factory use is removed.

As the spoken word and object are immediately associated in the introduction of a lesson, the next step must be the association of the written or printed word with the spoken word or reading. The reproducing of the written word or writing soon follows.

Cooperation is the keynote of success in industrial classes. In many places the active cooperation of the association of commerce or rotary club and similar organizations in stimulating the organization of classes has proved of great value.

It is important to have a representative appointed from the office force of each industry as Americanization director. This representative not only adjusts questions relative to space, time, and equipment, but suggests the names of tools, materials, and processes of construction which it would be desirable for the members of the class to understand. He should find out for the teacher why a man is absent from the class and assist in adjusting conditions so he may return.

It is also of advantage to appoint a committee from the class to cooperate with the teacher and Americanization director, to suggest to the teacher lines of interest and of desired information on the part of the group. This committee also acts as a force in arousing interest and cooperation among their fellow workers. The best and most practical suggestions frequently come from the members of the class. These men and women are usually thoroughly in earnest in this work and have definite ideas as to what practical value the class can be to them, as, for example, when a man who has learned some English asks assistance in letter writing or in computing his weekly wage, etc.

The factory classes have proved in many cases a means toward closer cooperation and better understanding in the industry where they are held. An occasional social hour has a tendency toward furthering this end.

In its last analysis this educational opportunity for the foreign-born adult is a public concern and should be linked with the public-school system. The teacher and supervisor should be furnished by the board of education with standards and principles determined by that body. This is the only way in which we can expect the work to become thoroughly standardized or put on a permanent far-reaching basis.

Nevertheless, while the principles and standards of work must be universal, this work requires an unusual adaptability and adjustment in detail. Each industry presents some new problem, and there must be a careful adjustment in the detail of work to that particular factory.

Fortunately the day has passed when it was thought anyone could teach a foreign-born man or woman to speak English. The teacher of to-day must be well equipped for her task. To be most successful she must possess not only a wide pedagogical experience and a knowledge of the technique of this particular form of teaching, but an adaptability and adjustment to industrial conditions and to human relationships. She must recognize the foreign-born man or woman both as an individual and in relation to his social relationships or background. She must appreciate the meaning of democracy and she must have vision.

Chapter IV.

THE HOME AND NEIGHBORHOOD TEACHER.

By Helen Winkler and Elsa Alsberg.

The history of the United States from its earliest beginnings emphasizes the generally accepted sociological principle that every civilization worth while rests upon the solidarity of the home as the unit of society. The genuine culture of a people may be measured by its estimate of the family. Whatever tends to disrupt the family solidarity is a disrupting factor in society.

To the children of an immigrant family, the day school offers the opportunity to learn English and to understand the laws, customs, history, and institutions of the United States. Their parents, because of their economic struggle and the lack of adequate educational facilities, frequently remain foreign. The condition that provides for an American education for the child but makes no similar provision for the fathers and mothers results in the loss of parental influence which tends to disrupt the family, the unit of society. This is the very condition that to-day causes the spirit of lawlessness that is increasing the ranks of delinquent children and is retarding their development into sane and useful citizens.

Manifestly, therefore, it is the business of the community and of the individuals composing it to offer the mother in the home a reasonable opportunity to learn English, to understand the life of her children and the meaning of America, in order to help her to establish American standards in the home.

COMMUNITY OBLIGATIONS.

If the community, now suddenly made conscious by the war of its educational obligation toward all of its members, is to meet its obligation, the first requisite is to understand fully their needs. An understanding of the alien portion of the population presupposes a knowledge which can be acquired only by direct contact. Such contact, as in all personal relationships, is possible only when the attitude that induces it is one of sincere neighborliness and fellowship. Through this direct contract the older American gets an appreciation of the newcomer's Old World background. The immigrant's

intellectual, religious, social, political, and economic status together constitute his Old World background and make up the national and racial characteristics that include his contribution to the country of his adoption. Through this neighborly approach of the American, the immigrant, now excluded from contact with Americans, gets the right introduction to American life and some realization of his expected participation in it.

It is a truism that a common language is a fundamental unifying force. A speaking, reading, and writing knowledge of English is a rock-bottom need for exchange of thought in this country by which the alien gets an understanding of America, its laws, customs, and institutions, its economic opportunities and its civic privileges and responsibilities.

In many communities various agencies, both public and voluntary, including organized national, racial, and religious bodies, have been seriously at work filling to some extent the varying needs of different groups according to their special affiliations and educational desires. Every city, however, looks upon its public-school system as its one democratic medium in which are centered the educational responsibilities of the city.

The public, aroused by the war and influenced by the efforts of its various agencies, religious, racial, and national, to meet the whole community's educational needs, is now urging upon the public-school system its obligation to extend its facilities to give to the alien industrial worker in the factory and to the alien mother in the home an opportunity to learn English. With some knowledge of the language, the mother gets an appreciation of American standards of living so that she may maintain the solidarity of the home and instill into the family life a spirit of mutual respect and reverence, while the whole family enters into a fuller participation in the life of the community.

The public school has a special duty to the mother at home, with her ceaseless daily round of family cares and responsibilities, her exceedingly limited leisure, her natural shyness and extreme sensitiveness, and the feeling of helplessness and isolation imposed upon her by ignorance of the three R's—of which her child of eight has already acquired knowledge. Obviously, the mother does not and can not attend evening school. Her education in English must proceed by different means.

The most earnest and successful teachers of children have always recognized the need of becoming intimately acquainted with the home, both to understand the background of the school children and to secure the cooperation of the home. The recognition of the need of close cooperation between school and home has, in logical sequence, advanced another step in the recognition of the need to place greater

emphasis upon the education of the mother and upon the best means to help her overcome her greatest handicap—illiteracy. This recognition led to various practical experiments in many cities through which the idea was finally developed of "the home and neighborhood teacher" as an integral part of the public-school system.

THE HOME-TEACHER ACT OF CALIFORNIA.

To put the home and neighborhood teacher plan upon a workable basis as a public-school effort, the State Commission of Immigration and Housing of California succeeded in having the legislature pass the home-teacher act in 1915. A year before its passage the board of education of the city of Los Angeles opened its first public school daytime class for foreign mothers. In accordance with the provisions of the home-teacher act, the first home teacher began work in 1915. That was the beginning of the development of the neighborhood school and its concomitant socialized processes, furnishing an ideal educational background for special adult work. These schools of Los Angeles were designed especially to help the great bulk of the foreign-born population to acquire a knowledge of the English language as a necessary tool in the great democratization process. To this end intimate neighborhood classes for adults have been placed close to the compact alien groups. These foreign groups include at least 33 nationalities, among them a goodly proportion of Mexicans, totally illiterate and with the lowest living standards. In 1915 the estimated immigrant population of Los Angeles was 28,650 out of a total population of 350,000.

During the past three years home and neighborhood classes have been developing under the public-school system of Los Angeles until to-day they include the following types: Classes for mothers meeting morning, afternoon, or evening in schoolhouses, cottages, or neighborhood centers; factory classes for men or women, meeting in factories, Pullman car departments, paper mills, car barns, laundries, canneries, and nurseries; classes in boarding houses of large non-American groups of laborers; classes in hospitals. These class groups are covered by 21 home teachers in 15 school districts in 24 public schools and their annexes.

The latest addition to the neighborhood school is the "cottage school," sponsored and financed since May, 1919, by the Los Angeles Federation of Parent-Teacher Associations. The report for the first six months of this school shows that the total enrollment in September, 1919, was 87 adults with an average attendance during the summer months of 40. The total number of families represented in the enrollment was 75, or three-fifths of the 125 families within easy access of the cottage. The expense of conducting this cottage has

been low compared with the numbers reached and the permanent results obtained.

On the basis of this latest addition to the neighborhood school, as well as upon those conducted during the past three years, the supervisor of adult elementary education of Los Angeles says that the department of education pursues the plan "because it is based deliberately on the needs, desires, and changes in fortune of the human adult life it attempts to serve," and "because of the conviction in the minds of most of its workers that such a plan of approach and procedure is most valid"; and "because the department has been compelled to maintain a maximum of activity at a minimum of expense. It has been a financial necessity to see that each project, large or small, be a going institution in the social sense."

FUNCTION AND AIM OF THE HOME AND NEIGHBORHOOD TEACHER.

The successful application of the home teacher effort in California and especially in Los Angeles, with its very complex alien problem, concomitantly with the experience gained through the application of the idea as a cooperative effort of private agencies, and school boards in a number of other large cities, East and West, have helped to define the function, aims, and methods of the home and neighborhood teacher as an integral part of the public-school system.

The function of the home and neighborhood teacher is to connect the school with the home, shifting the emphasis from the child to the mother, bringing to the mother a knowledge of English and of those fundamentals necessary to American standards of living.

The home and neighborhood teacher is definitely a part of the school system, connected with a definite school and responsible to a definite school principal. She is the socializing force of the school. Her endeavor is to foster Americanization for the whole family by helping the alien mother to understand America, the America of which her children are rapidly becoming a part, in order that the family unit may be maintained upon American standards.

In this process of the development of American standards in the foreign home the alien mother gets a better knowledge of sanitation and personal hygiene; an understanding of American customs and institutions and a realization of the position of the public school as a civic agency serving all in the community alike, and for which all the residents are responsible; the reasons for compulsory school attendance of children and the requirements of citizenship.

To sum up, the comprehensive purpose of the home and neighborhood teacher is to maintain family solidarity by giving the mother an opportunity to get a knowledge of those fundamentals essential to participation in American life.

APPROACH AND CLASS GROUP ORGANIZATION.

The whole effort of the home and neighborhood teacher implies friendly personal contact of the American with her alien sister. The homogeneous classes for mothers are organized by the home and neighborhood teacher, who is helped in her approach to the foreign families by her knowledge of their language and a sympathetic understanding of their Old World background and present perplexities. By systematic home visiting, usually at first in the homes of the children of her school, accurate statistical information concerning the literacy, living and working conditions of the mother, and the interest in citizenship of all the adults in the family are secured. From this accurate information the exact educational needs of the adults are deduced in order to develop facilities to meet the special requirements of the mothers and to interest the other adult members of the family in already existing public educational facilities.

The mothers usually prefer to meet in some inconspicuous center in their immediate neighborhood in the early afternoon hours, after they have completed the morning duties and before the older children return from the afternoon school session and before preparations for supper must be under way for the returning wage earners. Sometimes late morning classes, as well as early afternoon classes, are convenient. Usually, too, it is necessary to make some provision for the children under school age who must accompany their mothers and who require nursery care if the mothers are to avail themselves of the facilities offered by these organized groups for the study of English.

The board of education of Los Angeles has nurseries in some of its civic center schools, but other school boards are not so well prepared to undertake the care of the children accompanying their mothers to the classes. This difficulty can be met, as it is met in many instances, by the home and neighborhood teacher's cooperation with day nurseries and voluntary women's organizations interested in the Americanization of the alien homes. Through the friendly contacts established in the individual homes, mothers' groups especially organized for the study of English become by their very nature the Americanizing centers of the neighborhood, "affording a mutual giving and taking of contributions from both newer and older Americans in the interest of the common weal."[1]

The home and neighborhood teacher, through her visiting, discovers the most convenient and acceptable meeting place for each class group. These meeting places vary according to the type and

[1] From the definition of Americanization of the Americanization Study of the Carnegie Corporation.

general character of the neighborhood. Homogeneous groups of mothers, learning English, are being maintained to-day in district libraries, Sunday school rooms, community centers, tenements, model flats, cottages, labor camps, and sometimes in school buildings and sometimes in small centers developed by the neighborhood. Some communities which recognize that shyness makes the mothers reluctant to enter formal school buildings, designate these neighborhood center classrooms as annexes to the nearest public-school buildings. Experience also shows that the multiplicity of the foreign mother's duties makes it impossible for her to attend class more than twice a week and that the class sessions should not keep the mothers away from home for more than two hours.

When the alien mothers have once formed the habit of class attendance, they welcome a continuation of the classes without a break in the summer time. Indeed they frequently find it easier to attend classes during the summer months than at other seasons of the year.

METHODS OF THE HOME AND NEIGHBORHOOD TEACHER.

The home and neighborhood teacher is the connecting link between home and school. Her natural introduction into the home therefore is through the child in the school. Often a visit in one home leads to an introduction to neighboring homes. The main purpose of the visiting is not to reach the child, but the mother who creates its home. As the home and neighborhood teacher makes her friendly contacts with the mothers, and her influence in the neighborhood grows, she secures the confidence of the foreign women and finally organizes them into class groups for the study of English and civics.

In organizing these neighborhood groups the home and neighborhood teacher accomplishes her purpose with the least difficulty when the groups include, at first, women mainly of like race or nationality, with approximately the same degree of literacy or the lack of it. The grouping on the basis of nationality or race follows a fundamental law in elementary education, namely, to proceed from the known to the unknown. When the woman, hitherto isolated, finds herself with women of her own nationality and on the same plane of literacy with them, she soon loses her shyness. This first step out of her complete isolation paves the way for the foreign mother to enter more fully into the life of her family, her neighborhood, and her community.

SUGGESTIONS.

The first necessity of the alien woman is to learn to *speak* English. This means ability to converse sufficiently to meet the direct needs

connected with her daily life. Correct pronunciation and idiomatic expression should not be stressed at this point, if the pupil's interest is to grow. Reading and writing, while they must be taught simultaneously with speaking English, are of lesser importance in the first lessons until the mother has acquired a sufficient vocabulary to meet her more urgent immediate needs.[1]

The process of making home contacts to organize class groups and the teaching of the groups require, together with enthusiasm and optimism for the task, infinite patience, ingenuity, and tact and the closest "follow-up."

An intimate acquaintance with the typical characteristics of the neighborhood (including the standards of living of its national groups, and some command of the language of at least the predominating group, are most desirable. *Speaking* English should be the constant aim of the home and neighborhood teacher.

In planning the course of instruction the home and neighborhood teacher should include, very informally, lessons that will gradually prepare the woman to exercise intelligently her right to vote when automatically through her husband's naturalization she, too, becomes a citizen.

Wholesome recreation as a pedagogical principle is of ever greater importance in this kind of teaching than in the more formal classroom curricula. With this in view, the recreational and social facilities of the nearest school building can be used to the utmost advantage to the whole neighborhood as well as to these class groups.

QUALIFICATIONS OF THE TEACHER.

The home and neighborhood teacher represents a new phase of the teaching profession and requires special qualifications. They are twofold in their nature.

1. As an instructor, she needs special training to appreciate how to deal with the adult mind of the mother, frequently totally illiterate and lacking all educational discipline. The mother's main point of interest is not the acquisition of the new language but the need of possessing the key to give her an understanding of life in the new country with its unfamiliar conditions.

2. As a social worker, the home and neighborhood teacher must have a sincere interest in and a sympathetic understanding of the foreign-born and a knowledge of the mothers' old-world background and new-world perplexities. In her work the teacher should have some command of the language of the predominating group in the district as well as some knowledge of life in the countries from which the various groups have come. She must have tact in her approach

[1] Refer to H. H. Goldberger's manual, "How to Teach English to Foreigners."

and the ability to make friends readily in the delicate task of home visiting. Her attitude must be free from criticism while at the same time, to further her aim, she is taking advantage of all the conditions she meets.

With these qualifications the home and neighborhood teacher, with English as her first objective, imperceptibly and persistently interprets to the mothers the American point of view without causing undue conflicts in their mental attitude.

EQUIPMENT FOR THE HOME TEACHER.

A suitable location and cheerful rooms for the class groups must be available. The rooms should be made very attractive on a simple plan that the women may copy in their homes. Some nursery provision for the children under school age, who of necessity accompany their mothers, is imperative.

While some good textbooks are available, they are valuable principally as guides to the teacher. The home and neighborhood teacher must have the ingenuity and resourcefulness to prepare special lessons to meet the needs and desires of special groups. She must also have the means of providing printed charts and pictures and mimeographed separate daily lessons, prepared by herself, for the use of the mothers according to their needs and desires.

The daily lessons carefully prepared, should be based upon the interests of each specific class. The subject matter and treatment depend not only upon the racial or national peculiarities of each group, but also upon the ordinary activities of its members. Thus, one group will be interested in doing manual work, such as the making of a child's garment or some part of it, as the means of learning dressmaking terms and American ways of dressing. Another group will ask for direct instruction in reading and writing English. If the members are the wives of small shopkeepers they will want to be able to make bills and to list articles in the shop; they will be interested in learning elementary arithmetic and simple banking transactions. Others in the group will be interested to learn to converse in English in order to do their household purchasing. Classes of very young mothers will wish to learn English to discuss the care of their babies.

Whatever the content of the lessons, experience shows that each lesson, when on a separate sheet which the mothers can take home after class, is usually more thoroughly mastered than a lesson in a textbook. Whatever the subject matter, pictures and charts help materially in fixing the text in the minds of the pupils. There must be variety of material and methods of presentation in a series of lessons based on a definite plan.

Among the well-known textbooks that are especially useful as a guide to the home and neighborhood teacher are "English for Coming Citizens," by H. H. Goldberger; "English for Foreign Women," by Ruth Austin; "The Well Baby Primer," by Caroline Hedger, M. D.; "A Suggested Course of Study and Syllabus for Teaching English to Foreigners," by Samuel J. Brown, Connecticut Board of Education, Hartford; and "Manual for Home Teachers," California State Commission of Immigration and Housing.

Most essential to the success of the home and neighborhood teacher is the connection with a school principal upon whose understanding and interest she can depend. Such a principal will offer her the resources of the school and will at all times be ready to provide the recreation that stabilizes the groups and deepens the interest in the work by the sociability it fosters.

BOARDS OF EDUCATION.

During the past few years, the public has become thoroughly aware of the limitations of the public night school that has left millions of our alien population in a state of illiteracy. Simultaneously private agencies have been doing pioneer work in attacking this overwhelming problem. Their sympathetic understanding of the foreigner led them to recognize that illiteracy was his greatest handicap and literacy in English his fundamental need. Voluntary agencies everywhere attacked illiteracy as best they could, trying at the same time to bring an American atmosphere into the foreign home. Insufficient community support materially limited the scope of the effort of private agencies and the lack of connection with the public school system left the effort unstandardized and sporadic and lessened its effectiveness and authoritativeness.

However, this pioneer endeavor influenced public opinion and finally led to a recognition on the part of school boards that the night school as such must be supplemented by day-time classes in plants and factories for alien industrial workers and by home and neighborhood classes to link home and school, bringing a knowledge of the English language and American standards of living to the mothers who are the homemakers.

With Federal and State school authorities now fostering the plan, school boards in a number of cities are preparing their organization to include the home and neighborhood teacher.

The rating and salary basis of such teachers should be in accordance with the service they are rendering and at least equal to the rating and salary of day-time teachers of children. From the point of view of school budget, there is economy in the plan because of the concentration of effort, the extension of the field, multiplication of

groups and their steady attendance, upon which rests ultimate success.

At the present time there are but few opportunities for the specialized training of home and neighborhood teachers. Short-unit lecture courses in a few universities, normal schools, and State institutes are being offered. For the most part, teachers of the adult illiterate aliens are drawn from the ranks of the daytime teachers of children and secure their special training in the field. This shortcoming will be overcome as soon as communities realize that all adult alien education is a highly specialized education field of the public-school system, an important field that bears directly upon the welfare and wholesome development of the community and therefore requiring expert direction.

RESULTS OF HOME AND NEIGHBORHOOD TEACHING.

The school is the one democratic civic agency that all foreign-born people know and trust. It carries the educational obligation of the whole community and in no way savors of philanthropy. Therefore, home and neighborhood teaching can be fully effective and of permanent value only when boards of education make it an integral part of the public-school system. When thus administered, home and neighborhood teaching shows the following results:

1. By bringing a knowledge of English and fostering American standards in the homes, without a ruthless disregard of Old World customs and habits, the integrity of the family as the social unit of society is maintained.

2. Better standards of sanitation and hygiene in the homes react favorably upon community health.

3. A knowledge of American customs and institutions brings an intelligent response to civic demands.

4. Citizens of to-morrow with some true knowledge of ideals of democracy take out their citizenship papers with enthusiasm, in some degree prepared to meet their civic duties, privileges, and responsibilities. With such preparation the attainment of American citizenship ceases to have merely utilitarian value.

In conclusion: "If the teacher be wise and large minded, she can not only help the alien to absorb what we have to give, but can bring back to us a fund of knowledge concerning him, and open a channel for what he and his civilization have to offer us."[1]

[1] From the Manual for Home Teachers of the California State Commission of Immigration and Housing.

APPENDIX.

REPORT OF COMMITTEE ON TEACHER TRAINING IN AMERICANIZATION.

I. PREAMBLE.

A National Conference on Americanization, meeting at the National Capital, May 12 to 15, 1919, makes these recommendations bearing upon the preparation of all public teachers:

The original design in making education a public service supported by taxation of all the people was, and the present purpose should be, that the schools will prepare citizens for a democracy.

This duty should be the preeminent, not the secondary or incidental, purpose of all public teaching.

We urge upon all normal schools, colleges, and other agencies concerned with the training of teachers that courses be given aiming directly at the equipment of all public-school teachers, whether of children or of adults, to train citizens in the specific knowledge and duties which lead to realization of the highest Americanism.

For a definite program looking toward the training of Americanization workers we recommend that attention be given to preparing (*a*) leaders and organizers; and (*b*) teachers of immigrants and of adult illiterates, whether in industry, home, or school.

We recommend that these workers be trained by (*a*) State departments of education; (*b*) local educational authorities; (*c*) universities and colleges; and (*d*) city and State normal and training schools.

We recommend to educational boards and to patriotic organizations that they investigate and report to the public the progress of the training of teachers of Americanization. We recommend that these organizations take means actively to encourage the preparation of such teachers in institutions and localities heretofore without this service.

II. SUGGESTED FUNCTIONS OF THE SEVERAL TEACHER-TRAINING AGENCIES NAMED ABOVE.

A. COLLEGES AND UNIVERSITIES.

Colleges and universities should look upon it as their special function to train leaders and organizers in Americanization activities. Courses adapted to this end should be offered either as part of the year's program or through the medium of the summer session. No such course or courses can be considered really adequate unless they give first-hand experience in the teaching of the immigrant. Colleges and universities should equip themselves to handle this activity in a practical way.

B. CITY AND STATE NORMAL SCHOOLS AND TRAINING SCHOOLS.

The function of these institutions is undoubtedly the preparation of teachers in the field of Americanization. This should be done primarily as a phase of

the regular year's work. But, when this is not feasible, these institutions should offer extension courses of the Saturday morning type. In so far as possible, observation and practice should find place in these courses.

C. STATE DEPARTMENTS OF EDUCATION.

The special function of State departments of education as teacher-training agencies lies in the organization of teachers' institutes for the purpose of helping teachers in service. Acting in cooperation with normal schools and with local school authorities, this agency should determine the character of extension courses of various kinds, their length, the requirements for admission, the basis for certifying teachers, and so on. It should furnish instructors capable of conducting such courses when called upon to do so. In addition the State department should give assistance, through its staff of experts, to communities too small to engage expert supervision. And, finally, the State department should, from time to time, investigate and report upon the progress of the training of teachers for Americanization work, and take measures to encourage this preparation in institutions and localities where it is not given.

D. THE FEDERAL BUREAU OF EDUCATION.

The Federal Bureau has the obligation upon it of "heading up" teacher-training activities throughout the country. It should be a clearing house from which bulletins should emanate from time to time setting forth the latest and best experiments in teacher training. Two things are of primary importance in solving the problem of Americanization—sane, authoritative leadership, and money, and both should come from Federal agencies. The money lacking, the obligation to assume leadership yet remains.

III. OUTLINE OF THE CONTENT OF A COURSE INTENDED TO COVER AT LEAST 30 HOURS OF CLASSROOM WORK AND 24 HOURS OF OBSERVATION AND PRACTICE.

(To be Adapted.)

PART 1. THE SCOPE, THE ORGANIZATION, AND THE MEANING OF THE AMERICANIZATION MOVEMENT.

(Lectures, Reports, and Discussions.)

(*a*) *The immigrant tide, 1890–1915.*—Significant statistics; causes of the ebb and flow; attempts to handle the problem during this period: the evening schools, their accomplishments and failures; the contributions of various private agencies; the lack of public interest and public support.

(*b*) *The beginning and development of the Americanization movement.*—The "America first" campaigns in Rochester, Detroit, Cleveland, Boston, and other places; Americanization as affected by the war: the activities of State councils of national defense; the formulation of Federal, State, and city plans and campaigns; the contributions of semipublic agencies—National Americanization Committee, United States Chamber of Commerce, North American Civic League for Immigrants, Immigrant Aid Society, Y. M. C. A., Y. W. C. A., Inter-racial Council, etc., an analysis of Americanization legislation operating and pending.

(*c*) *Fundamental policies and viewpoints.*—The importance of guidance and control by public authorities; the legitimate functions and activities of various nonpublic agencies; the larger aspects of the Americanization movement;

Americanization and the schooling question; the policy of *compulsory* Americanization; the foreign-language question; foreign-language press and school; Americanization and our native-born; "Who is the good citizen?" (see under Pt. III); the immigrant—an asset or a liability.

(*d*) *Industrial Americanization.*—The record of what has been accomplished in this field; the plan of industrial Americanization in the general scheme; broader phases of industrial Americanization—accident prevention, health, recreation, etc.

(*e*) *Americanizing the immigrant woman.*—Home and mothers' classes; the California plan; the activities of women's clubs in this field; the Council of Jewish Women; the International Institute; the Women's Municipal League (Boston); difficulties encountered, and points of view that should obtain.

(*f*) *Americanization and the community.*—Americanization through activities of immigrant groups; the community center idea; community singing, pageantry, and public celebrations; Americanization and the housing problem; Americanization and the school nurse; legal aid for the immigrant; Americanization and the public library, etc.

PART 3. IMMIGRANT BACKGROUNDS; RACIAL CHARACTERISTICS AND CONTRIBUTIONS.

(Lectures, Book Reviews, and Discussions.)

(*a*) Statistics showing the adaptability of the different races to the process of assimilation; immigration illiteracy as a factor.

(*b*) Americanization as affected by political and economic conditions in the home country; the importance of a knowledge of the immigrant's point of view; the approach to the immigrant; racial ideas and heritages; how dealt with; the question of naturalization.

(*c*) Book reviews on the literature of this subject.

PART 3. AMERICANISM—WHAT IS IT?

(Lectures, Discussions, Book Reviews.)

(*a*) An analysis of American ideals, beliefs, attitudes, and points of view in terms that touch the immigrant's experience; American democracy—its promise and its perils; the land of promise—its lights and shadows; the privileges and opportunities, the duties and obligations of the good citizen; the meaning of "equality"; the need of capable leaders and intelligent followers; the principle of majority rule; the ideal of adherence to lawful authority; the habit of cooperation.

(*b*) A survey of the literature setting forth the ideals of Americanism.

PART 4. THE IMMIGRANT IN THE SCHOOL.

(Lectures, Conferences, and Practice Teaching.)

(*a*) *Aims, methods, and materials in the teaching of English.*—The place of conversation, reading, and writing; a criticism and evaluation of the several methods now commonly used; principles underlying the selection of content, and the adaptation of content to the needs of different types of classes; the strengths and the weaknesses of tests commonly used; the organization of lesson material; special methods in reading, phonics, writing.

(*b*) *Important teaching principles applied.*—The lesson's length; skill in drill; class-activity *v.* teacher-activity; reaching the immigrant's heart; socializing the instruction.

(*c*) *Organization of classes.*—Bases for classification, by nationality, by sex, etc.; how to get attendance; how to hold it; fruitful publicity; number of sessions; suggested standards of achievement; time schedules.

(*d*) *Aims, methods, and materials in intermediate and advanced classes.*—Textbooks analyzed and criticized; inculcating Americanism through history; civics; through participation in school and community activities; Americanism through readings, lectures, and motion pictures; Americanism through geography; the socialized school; the school center; training in citizenship looking toward naturalization.

(*e*) *Who is the good teacher of the adult immigrant?*—A standard based on these factors: (1) Her personality and attitude; (2) her knowledge of Americanism and loyalty to its ideals; (3) her special preparation for the task; and (4) her application of good teaching principles.

Respectfully submitted.

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